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ABSTRACT

The ES-USDA staff's understanding of, acceptance of, and perceived feasibility of balanced programming were measured before and after an ES-USDA workshop concerning the balanced programming concept. A semantic differential scale was used. Results showed that: (1) ES staff believes the following changes would be necessary for balanced programming--slightly less adult-oriented, much more racially liberal, much more low-income oriented, much more urban-oriented, much more socially (vs. technologically) oriented, slightly more oriented toward low education, moderately more community (rather than family) oriented, much more innovative, slightly more publically (vs. special interest) sanctioned, and much more politically bold; (2) only 30% of ES staff are committed to achieving program balance within the next 3-5 years; (3) the workshop increased staff preference for balanced programming; (4) the workshop decreased perceived feasibility of balanced programming. It is recommended that the feasibility of balanced programming be demonstrated to ES staff. (KM)

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BALANCED PROGRAMMING - What ES-USDA Staff Understands It To Be, How Much Commitment They Have To It, And What Difference The April, 1971 In-Depth Workshop Made: Recommendations for Further Staff Development to Achieve Balanced Programming.

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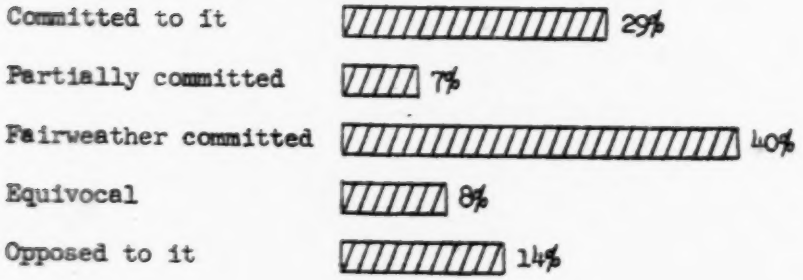
Commitment* to Balanced Programming Within ES-USDA Staff



*(Commitment is defined as attitudinal commitment, i.e., a personal inclination toward achieving balanced programming).

AC0 14342

September 1971

BALANCED PROGRAMMING - What ES-USDA Staff Understands It To Be, How Much Commitment They Have To It, And What Difference the April, 1971 In-Depth Workshop Made: Recommendations for Further Staff Development to Achieve Balanced Programming.

Claude F. Bennett
Program and Staff Development

Balanced Programming has become a major aim within Cooperative Extension. Administrator Kirby has emphasized the need to "assist all segments of society in those areas which we have competence, should provide assistance, and have the legal and moral obligation to help" ("The Responsibility We Have," March 1970).

"Face Up To The '70's With Program Balance," was the subject of the 1971 ES-USDA In-depth Workshop. This report is an evaluation of that Workshop.

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* Appreciation is expressed to John J. Harvey, Myron D. Johnsrud, E. J. Niederfrank, J. Neil Raudabaugh and Joel Soobitsky, all of Program and Staff Development, and to the Committee on the 1971 Annual ES-USDA Workshop, for assistance on this report. I am also indepted to Virginia Fuller, Almira G. Swygert, PSD, and to Edna Turner, Reports and Analysis Branch, MOS, for technical support.

SUMMARY OF FINDINGS AND IMPLICATIONS FOR ACTION

I. ES staff believes present Extension programming would be changed in several ways to achieve balanced programming. Balanced programming would be:

1. slightly less adult oriented
2. much more racially liberal
3. much more low-income oriented
4. much more urban oriented
5. much more socially (vs. technologically) oriented
6. slightly more oriented toward low education
7. moderately more community (rather than family) oriented
8. much more innovative
9. slightly more publically (vs. special interest) sanctioned
10. much more politically bold

Two ways in which staff feel present programming is already equivalent to balanced programming are in:

1. mix of local-federal determination
2. emphasis on research (vs. intuition)

The above description of balanced programming is not the staff's definition of balanced programming; rather it is the staff's perception of ES-USDA's definition of balanced programming. Staff negative to balanced programming characterized it in virtually the same way as those positive toward balanced programming.

Conclusions and Implications

1. The above findings provide ES administration with feedback on whether ES staff correctly understands ES administration's definition of program balance.

2. To the extent that staff correctly understands the meaning of balanced programming, ES administration can press toward its achievement without concern over whether staff clearly understands the goals implied by the balanced programming concept. Hopefully, feedback to staff from this report will reduce comments such as the following taken from the workshop questionnaire:

Respondent 013

"I cannot define 'balanced programming' and how it is accomplished."

Respondent 002

"I do not have, from any materials that have been read or things heard, a clear or specific idea of what the term 'balanced programming' means. Maybe there has been a conscious effort to be general in statements about it."

Respondent 053

"I have yet to get good standards to use in seeing if a program has 'balance.' One state leader said a program is balanced when it sells well."

II. Only 30% of ES staff are committed to achieving program balance within the next 3-5 years.

1. Among almost 50% of the staff, the "spirit is willing, but the flesh is weak," in the sense of prefering balanced programming but considering it no more, or even less feasible than present programming.
2. Six percent of the staff have no preference between balanced and present programming, and 14% are opposed to balanced programming. Those opposed both prefer present programming, and consider balanced programming to be less feasible than present programming.

Conclusions and Implications

1. If balanced programming is to be realized, ES administration must exercise more influence and authority toward its implementation, since ES staff as a whole is not committed to balanced programming.
2. A strategy for increasing commitment is needed, and is developed below.

III. The workshop increased staff preference for balanced programming.

Conclusions and Implications

1. If a three-day workshop can increase acceptance (preference) and thus commitment, further staff development efforts along this line should prove successful.
2. However, greater acceptance alone can go only so far toward increased commitment. As shown below, not too much reliance should be placed on showing more advantages of program balance.

IV. The workshop decreased perceived feasibility of balanced programming.

1. Before the workshop, staff perceived balanced programming and present programming to have the same feasibility.
2. After the workshop, the half of the staff who had not been exposed to the pre-test still saw balanced programming and present programming as having the same feasibility. But, the other half of the staff who had responded to the pre-test switched to the viewpoint that balanced programming is less feasible than present programming.

Conclusions and Implications

1. The weakest motivational component of commitment to balanced programming, its perceived feasibility, was not strengthened by the workshop. In fact, it was weakened among those exposed to the pre-test questionnaire.
2. The decrease in perceived feasibility by those in the pre-test suggests that the pre-test raised questions of feasibility which the workshop failed to satisfy. It may be that failure to satisfy the question "How can balanced programming be achieved?" lessened some participants' overall commitment to balanced programming.

Perhaps one of the questions relevant to subjective feasibility was raised by respondent 008.

> "So far only agriculture has provided any broad support for Extension. How do you get non-agriculture groups to effectively support expansion of the program into new areas?"

V. A strategy for increasing commitment to balanced programming.

The key to raising commitment appears to be in showing staff cases in which balanced programming has already been achieved, and convincing them it can be achieved elsewhere in the future.

1. Those who say balanced programming has low feasibility may do so as an excuse, because they do not really approve of it. However, the fact that the workshop raised average approval of balanced programming while not increasing (and even lowering) the perceived probability that it can be done suggests that a genuine lack of ability, confidence and support is the major obstacle to achievement of balanced programming.
2. The results of this study, therefore, suggest that further staff development on balanced programming attack specific reservations staff have about whether they can plan and carry out a balanced program.

Two comments from respondents may illustrate this point.

Respondent 018

"Will need more funds and personnel to achieve total balanced programming in the overall Extension effort. We can't afford to foresake our established clientele to spend more time with other groups, relatively, with our present resources."

Respondent 015

"ES should explore alternatives with representatives from the Administration, the Congress, its private support groups and the Land Grant Colleges, decide on the political feasibility (as a public institution) of different courses of action for achieving program balance and de-develop strategies for achieving balance with the limits determined feasible."

VI. It is proposed that the 1972 ES-USDA In-Depth Workshop undertake to increase commitment to balanced programming through demonstrating its feasibility.

1. It is proposed that ES and State personnel who have successfully overcome obstacles in balancing their programs discuss their experience in detail.
2. Unresolved feasibility questions could be the topic of small group "clinics" led by the above successful personnel.
3. The minimum amount of evaluative research would be a post-test following the workshop. This would permit testing whether, by the measures used in this report, there is an increase in commitment to balanced programming.

INTRODUCTION TO THE STUDY

"Face Up to the '70's with Program Balance" had the following stated objectives:

Workshop Objectives

1. Develop common understanding of the BALANCED PROGRAMMING concept.
2. Develop individual commitment to the BALANCED PROGRAMMING concept.
3. Integrate heterogeneous interests and abilities into potential inter-disciplinary action for planning and implementing a balanced ES-USDA program.
4. Increase understanding of ways to achieve program balance, including the use of factors such as Extension policy, internal organizational relationships, external organizational relationships, organization, and procedures for program development.
5. Identify and gain consensus on relevant factors and criteria for use in determining program balance at the ES-USDA and other program levels in Cooperative Extension.

The above objectives raise a number of questions, which this report seeks to answer:

A. What are the major characteristics of balanced programming as compared with present programming, as seen by ES-USDA staff?

B. Did the workshop change staff members' average conception of program balance? If so, in what direction?

C. Did the workshop increase the commonality of understanding of program balance?

D. How much acceptance does ES staff have of balanced programming, as compared with present programming?

E. Did the workshop increase acceptance of balanced programming?

F. To what extent do staff believe they can implement program balance? That is, how feasible do staff consider balanced programming to be, compared with present Extension programming?

G. Did staff members perceive balanced programming to be more feasible after the workshop than before?

These and other questions which follow logically will be answered in the report that follows.

Method of this Study

To answer the questions above, it was necessary to measure the ES staff's (1) understandings of, (2) acceptance of, and (3) perceived feasibility of balanced programming (in relation to present programming), both before and after the ES-USDA workshop. An attitude scale called the "semantic differential" was selected as most appropriate for the task of measurement. The semantic differential is designed to measure the meaning of any given concept (e.g., balanced programming) to the individual respondent. The respondent is asked to rate the concept in question on a series of "opposite-adjective" scales.

The questionnaire which was developed (see appendix for sample copy) had a set of "opposite-adjective" scales for: (1) understandings of balanced programming as compared with present programming; (2) approval of balanced programming as compared with present programming; and (3) feasibility of balanced programming as compared with present programming.

A week prior to the workshop, the questionnaire was mailed to half of the ES staff. Only half the staff was included in the pre-test sample in order to ascertain whether responding to the questionnaire modified the workshop's impact on participants' attitudes.

The pre-test sample was chosen by randomly selecting half the staff within each of the following major ES units or combination of units:

1. (a) Office of the Administrator; (b) the top administration of and the Civil Rights subunit of Operations.
2. Information Services Staff
3. Management Operations Staff
4. Personnel Staff
5. Program and Staff Development
6. Rural Development
7. 4-H Youth Development
8. Agricultural and Natural Resources
9. International Extension
10. Home Economics

Responses were completely anonymous, without even an identification according to administrative unit. The latter identification was omitted in order to enhance the validity of the data. It was felt that respondents might be apprehensive that their true attitude would somehow reflect poorly upon their unit, and thus not cooperate fully with the data collection process. Sixty-two of the 64 individuals in the pre-test sample returned completed questionnaires.

During the week following the workshop, the questionnaire was mailed to all workshop participants. Responses were again completely anonymous. Fifty-eight participants of the pre-test sample of 64 returned the post-test, and 57 of 65 participants who were not in the pre-test sample returned the post-test.

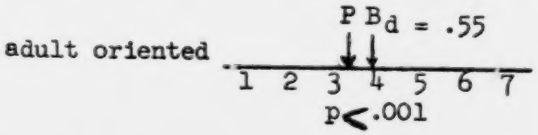
Findings

QUESTION A: Before the workshop, how did staff characterize balanced programming, as compared with present programming?

Twelve opposite-adjective scales were used in comparing staff's understandings of balanced and present programming.

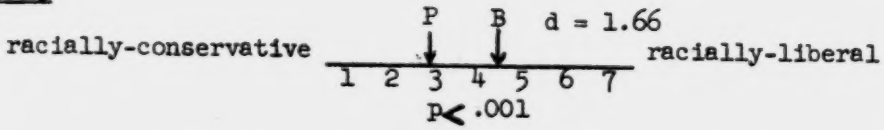
1. Balanced programming would be less adult-oriented than present programming.

The scale below shows placement of the mean scores for present programming (P) and balanced programming (B).



Balanced programming has a mean score of 3.9; present programming a score of 3.3. The difference in means equals .55 on the 7.0 scale. This difference is significant past the .001 level.[a/]

2. Balanced programming would tend to be racially-liberal in contrast to the racially-conservative orientation of present programming.



A markedly high proportion of ES staff (73%) considers present programming to be on the racially conservative side of the continuum.

It should be noted, however, that staff do not think that balanced programming would be highly liberal: The mean B is only slightly on the liberal side of the continuum.

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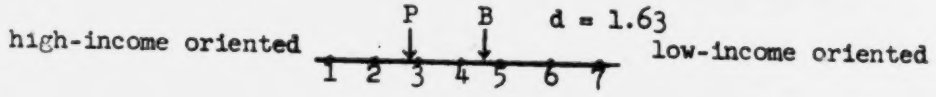
a/ That is, the probability is less than one in a thousand that the above difference could be obtained from the pre-test sample, when there is actually no difference in means for the whole ES staff. For this study, it will be accepted that there is a difference in means for the entire ES staff if the sample difference is significant past the .20 level.

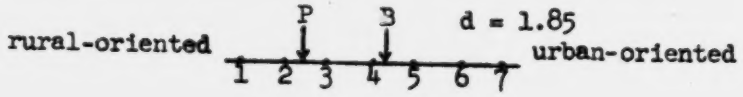
3. Balanced programming would tend toward low-income orientation rather than toward the high-income orientation of present programming.



$p < .001$

Eight out of ten ES staff consider present Extension programming to be high-income oriented, while five out of ten believe balanced programming would be on the low-income oriented side of the continuum.

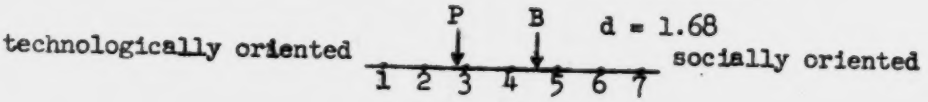
4. Balanced programming would be as urban oriented as it is rural, rather than the largely rural orientation of present programming.



$p < .001$

Almost one-half of ES staff understands balanced programming to be equally rural and urban oriented. One quarter of the staff believe rural orientation would be retained in program balance, while one quarter believe balanced programming would be urban oriented.

5. Balanced programming would be more socially oriented, rather than have the technological orientation of present programming.



$p < .001$

Technological orientation now characterizes present Extension programming, as seen by ES staff. However, balanced programming would be slightly more socially than technologically oriented.

6. Balanced programming would tend to be oriented toward low-education in contrast to present programming's tending toward high-education orientation.

high-education oriented — P B — d = .88 — 1 2 3 4 5 6 7 — low-education oriented

$p < .001$

Although the mean for balanced programming is on the low-income side of the continuum, the modal (most frequent) response was that balanced programming would be "equally oriented toward low and high education."

7. Balanced programming would be equally family-community oriented, rather than tend toward the family orientation of present programming.

family oriented — P B — d = 1.23 — 1 2 3 4 5 6 7 — community oriented.

$p < .001$

Whereas the modal (most frequent) response regarding present Extension programming was "slightly more family oriented than community oriented" (3), the modal response for balanced programming was "equally family and community oriented" (4).

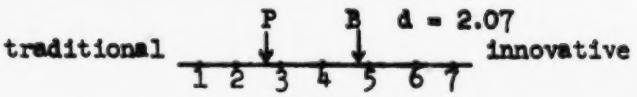
8. Balanced programming would have the same amount of emphasis on research as present programming.

intuitive — PB — d = .29 — 1 2 3 4 5 6 7 — research-based

$p > .28$

The mean for balanced programming is 4.75, while the mean rating for present programming equals 4.46. This difference is not statistically significant; there is more than a 28 percent chance that no true difference in means exists within the ES staff as a whole.

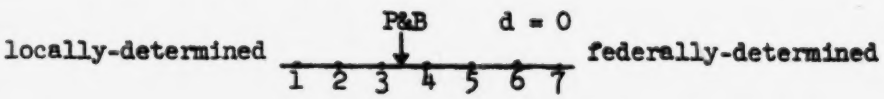
9. Balanced programming would be more innovative.



$p < .001$

Although ES staff sees present Extension programming as much more traditional than innovative, the staff's modal response for balanced programming was "equally traditional and innovative." Balanced programming is not seen to be highly innovative.

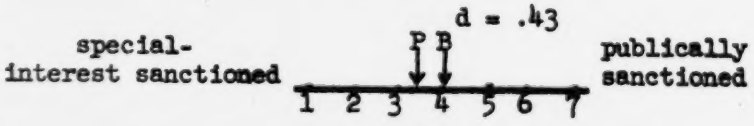
10. Balanced programming would have the same federal-local mix as present programming.



$p > .93$

The mean score for both types of programming is 3.4. However, there was wide disagreement about whether present determination is local or federal. In contrast, there tended to be agreement that balanced programming would be "slightly more locally than federally determined," or "equal local and federal determination."

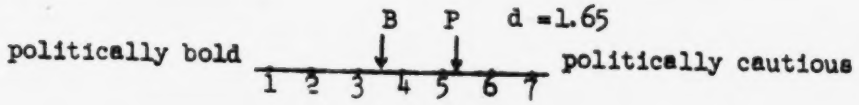
11. Balanced programming would be more publically sanctioned, rather than sanctioned by special interests.



$p < .01$

Over half of the sample believed Extension to be presently more special-interest than publically sanctioned. In contrast, nearly half the sample believed balanced programming would be equally special-interest and publically sanctioned, and the rest were divided about equally as to whether special-interest or public sanction would obtain.

12. Balanced programming is seen as politically bold, present programming as politically cautious.



$p < .001$

Hardly any of the staff saw present Extension programming as politically bold (only 7 percent endorsed response No. 3, and no one endorsed No. 1 or No. 2). By contrast 50 percent saw balanced programming to be to some extent politically bold (response 1, 2 or 3).

Summary Answers to Question A: Before the workshop, how did staff characterize balanced programming, as compared with present programming?

Reviewing the degree to which staff believe balanced programming would differ from present programming, we can make the following four arbitrary categorizations about the relative amount of change in various dimensions required to achieve balanced programming.

No Change: (difference between means (P) and (B) not statistically significant).

1. in local-federal determination of programming.
2. in amount of research basis for programming.

Slight Change: (difference between means (P) and (B) less than 1.00).

1. toward more youth orientation.
2. toward a low-education orientation.
3. toward public rather than special-interest sanctioning.

Moderate Change: (difference between means (P) and (B) is greater than 1.00, but less than 1.50).

1. toward community rather than family orientation.

Much Change: (difference between means (P) and (B) is greater than 1.50).

1. toward racial liberalism
2. toward urban orientation
3. toward social (rather than technological) orientation
4. toward innovativeness
5. toward political boldness

Finally, it is noteworthy that the mean responses which characterize balanced programming generally fall very close to the center of the continua. It is not that ES staff think balanced programming would be racially liberal, low education oriented, urban oriented, etc. Rather, they consider present programming to be racially conservative, high education oriented, and rural.

QUESTION B: Did the workshop change staff members' average conception of program balance?

In terms of the twelve preceding dimensions on which balanced programming was described, the answer is "no." This answer applies to both those who responded to the pre-test, and those who did not.

There were twelve comparisons between the pre-test means and post-test means of the same sample. There were also twelve comparisons between those same pre-test means and the post-test means of the staff not in the pre-test sample. Only one of these twenty-four comparisons of means showed a statistically significant difference. b/

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b/ With our level of significance set at .20, we would anticipate one error in rejecting the null hypothesis out of every five times the difference was found to be significant. Therefore, even the one "before-after" significant difference is not convincing of any true change in conception of program balance.

QUESTION C: Did the workshop increase the commonality of understandings of balanced programming?

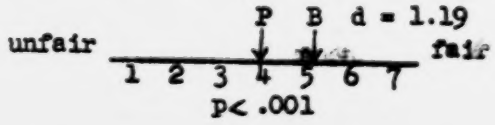
For those who were not exposed to the pre-test, the answer is "yes."[c/] For those in the pre-test sample, the answer is "no."[d/] These mixed results are difficult to explain.

The test of whether the workshop increased agreement on the nature of program balance was as follows: "Was the dispersion of individual responses on the opposite-adjective scales (regarding understandings of program balance) less after the workshop than before? The measure of dispersion used was the standard deviation. The signed-rank test was used to measure whether the average difference in standard deviations was less after the workshop.

QUESTION D: Before the workshop, how much acceptance did ES staff have of balanced programming, as compared with present programming?

Acceptance is measured below in terms of four criteria: fairness, value, necessity and relevance.

1. Staff felt that balanced programming would be fairer.



The average rating of present programming is "slightly unfair," and 40 percent of the staff considered present programming unfair to

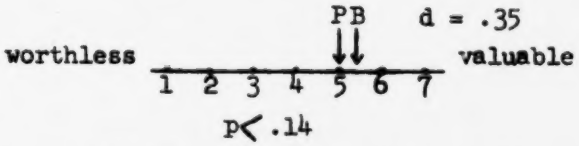
c/ The probability of observing the proportion and magnitude of the before-after differences is less than five percent, if these differences were drawn from a population of differences with a mean of zero. However, the mean SD was only .05 less in the post-test than in the pre-test.

d/ The increase in SD's in number and magnitude outweighed the decreases, but there was lack of statistical significance. In other words, there was probably no difference in dispersion -- before and after -- when going beyond the sample to consider the entire ES staff.

some extent (responses 2 or 3). But only nine percent considered balanced programming to be unfair.

About ten percent felt that present programming is more fair than balanced programming would be, whereas, nearly 65 percent felt balanced programming would be more fair than present programming.

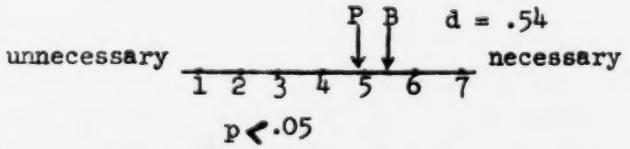
2. Staff felt that balanced programming would be more valuable than present programming.



A majority of staff (66%) accepted present programming to be at the "valuable" end of the continuum (responses 5, 6 and 7). An even greater majority (75%) endorsed these same responses in regard to balanced programming.

Twenty-two percent felt that present programming is more valuable than balanced programming would be; fifty percent thought balanced programming would be more valuable.

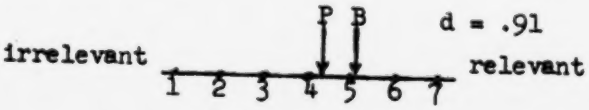
3. Staff felt that balanced programming is of greater necessity than present programming.



Although the mean opinion was that present programming is necessary, as many as 31% of the staff chose response no. 4 (present programming is "equally unnecessary and necessary").

Twenty percent felt present programming more necessary than balanced programming. Fifty percent felt balanced programming more necessary than present programming.

4. Staff felt that balanced programming would have greater relevancy than present programming.



$p < .001$

Although the mean score for relevancy of present programming was on the "relevant side" of the continuum (4.4), over a third of the staff considered that present programming was, to some extent, irrelevant (responses 2 or 3). Only eight percent considered balanced programming to be irrelevant.

Twenty-two percent considered present programming more relevant than balanced programming; 17% felt the two types of programming to be equally relevant, and 60% believed balanced programming to be of greater relevancy.

Summary Answer to QUESTION D: Before the workshop, how much acceptance did ES staff have of balanced programming, as compared with present programming?

A majority of staff accepts balanced programming more than present programming, even though, with the exception of "fairness" as a criterion, they tend to approve of present programming. However, this average acceptance of present programming includes a considerable proportion of staff with ambivalence toward an outright rejection of present programming; balanced programming receives little ambivalence or rejection.

QUESTION E: Did the workshop increase staff's acceptance of balanced programming in relation to present programming?

The answer is "yes." A "relative acceptance score" was calculated by comparing each respondent's rating of balanced and present programming on each of the four opposite-adjective scales, i.e., fairness, value, relevancy and

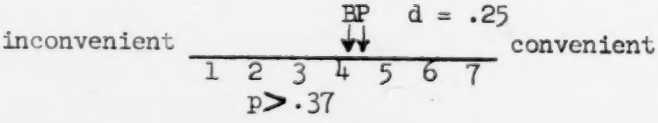
necessity. Scores on each of these four "acceptance items" could vary from minus six to a plus six. For example, on the item of fairness, a score of minus six indicated that the respondent considered present programming to be six spaces fairer than balanced programming on the seven-point opposite-adjective scale; a zero score indicates that balanced and present programming are equally fair or unfair; and, a score of plus three indicates balanced programming was rated as three spaces more fair than present programming. The method used to answer QUESTION E was to test whether the mean "relative acceptance scores" of the post-test exceeded the mean "relative acceptance scores" of the pre-test.

The workshop increased acceptance of balanced programming, and the same amount of increase occurred within those exposed and those not exposed to the pre-test.e/ The "after" sample who had been exposed to the pre-test increased their relative acceptance scores.e/ These increases were not significantly different from the increases in the sample who had not taken the pre-test questionnaire.

QUESTION F: Before the workshop, how feasible did staff consider balanced programming to be, compared with present programming?

Feasibility is measured below in terms of four criteria: convenience, practicality, risk and possibility.

1. Balanced programming was rated as having the same convenience as present programming.

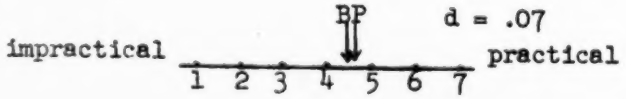


e/ All the "after" means were higher, varying from .17 higher on "fairness" to .61 higher on "relevancy." The signed rank test showed that the group of "after" means was higher than the group of "before" means ($p = < .06$, one tailed-test).

Twenty-nine percent of staff saw present programming as being inconvenient (responses 2 or 3); a slightly higher percentage (34%) saw balance programming as inconvenient (responses 1, 2 or 3).

Forty-five percent saw present programming as more convenient than balanced programming; 20% saw no difference in convenience, and 35% saw balanced programming as the more convenient.

2. Balanced programming was seen as having the same degree of practicality as present programming.

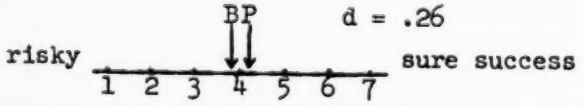


$p > .77$

While the modal response regarding present programming was "5" ("slightly more practical than impractical"), the modal response regarding balanced programming was "4" (equally practical and impractical).

Thirty-seven percent saw balanced programming as less practical than present programming; 29% saw no difference, and 35% saw balanced programming as the more practical.

3. Balanced programming was seen to hold the same degree of risk as present programming.

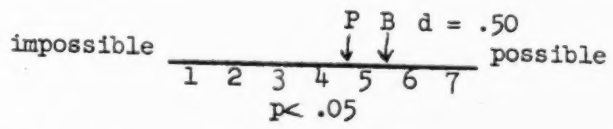


$p > .34$

The modal response for present programming was "5;" the modal response for balanced programming was "4." Thus, present programming was given a little better than "50-50 chance," and balanced programming given just under a "50-50 chance" of success.

Forty-five percent thought it more risky to have balanced programming, 20% saw no difference, and 35% saw balanced programming as less risky.

5. Balanced programming was seen as holding a better chance of being possible than present programming.



About 20% considered present programming as more possible than balanced programming, while 35% considered balanced programming the more possible of the two.

Summary Answer to QUESTION F: Before the workshop, how feasible did the staff consider balanced programming, compared with present programming?

Balanced programming is seen to be as feasible as present programming, although there could be a slight tendency for balanced programming to be rated, on the average, as a little less feasible. About four of every ten staff members considered present programming as the more feasible of the two, except on the criterion of "possibility."

QUESTION G: Did the workshop increase perceived feasibility of balanced programming, as compared with present programming?

No, to the contrary, the workshop lowered perceived feasibility of balanced programming.

Parallel with the "relative acceptance scores," "relative feasibility scores" were calculated on each of the four "feasibility scales", respondents' ratings of balanced and present programming were compared. Scores on each of these scales - convenience, practicality, risk and possibility - could vary from minus six to plus six.

QUESTION G was answered by testing whether the mean "relative feasibility scores" of the post-test exceeded those of the pre-test.

Perceived feasibility of balanced programming did not change, in the absence of exposure to the pre-test questionnaire. Although three of the four "feasibility means" were lower after the workshop, the difference is not statistically significant.

With exposure to the pre-test, perceived feasibility of balanced programming actually lessened. The "after" sample who had had the pre-test decreased their mean score on each of the four feasibility items. These decreses varied from .33 lower on "convenience," to .64 lower on "risk." These changes are statistically significant. Within this post-test sample, 60% considered balanced programming more inconvenient and more risky. Only 30% considered balanced programming more practical and more possible.

QUESTION H: After the workshop, to what extent was ES staff committed to balanced programming, taking into consideration both the motivational components of commitment to balanced programming, i.e., acceptability and perceived feasibility?

A glance at the cross-distribution of relative feasibility of balanced programming (Table I, page 24) shows several distinct types of ES staff, in terms of their commitment to balanced programming. These types, designated by Roman Numerals, are "labeled" below, with their relative frequencies shown.

Staff Type	View of Balanced Programming in Relation to Present Programming	Percent of Total Respondents
I Committed	more acceptable more feasible	29
II Partially Committed	more acceptable same feasibility	7
III "Fairweather" Committed	more acceptable less feasible	40
IV Equivocal	same acceptability same or less feasibility	8
V Opposed	less acceptable less feasible	14
		98%

TABLE I

RELATIVE ACCEPTABILITY SCORES, BY RELATIVE FEASIBILITY SCORES
ON THE POST-TEST OF ES-USDA IN-DEPTH WORKSHOP

ACCEPTANCE OF BALANCED PROGRAMMING — CUMMULATIVE SCORE *	PERCEIVED FEASIBILITY OF BALANCE PROGRAMMING — CUMMULATIVE SCORE **					
	< − 6	− 6 to − 1	0	+ 1 to + 6	> + 6	Total
less than − 6	2 V	1				3
− 6 to − 1	3	8	1	1		13
0	IV	6	3			9
+ 1 to + 6	5 III	25	6 II	17	5 I	58
greater than + 6	3	13	2	5	5	28
Total	13	53	12	23	10	111

* Represents summation of the four "relative acceptability" scores - fairness, relevance, necessity and value.

** Represents summation of the four "relative feasibility" scores - possibility, practicality, risk and convenience.

It is evident that lack of perceived feasibility contributes much more to lack of commitment than does lack of acceptability. In fact, 70% of the staff see balanced programming as no more feasible or less feasible than present programming. Sixty percent regard balanced programming as less feasible.

On the other hand, nearly three-quarters of the staff regard balanced programming as the more acceptable. Thus, it is clear that the greatest gains in commitment can be made by specifically aiming to increase staff's perceived feasibility of balanced programming.

The psychological "imbalance" or "inconsistency" of the 40% of staff who prefer balanced programming, but who consider it unfeasible should be a powerful assist to moving these staff into Type I Committed. Psychological research has shown that individuals tend to change their attitudes to be consistent with each other.

QUESTION I: Do staff committed to balanced programming characterize it in the same way as those who are uncommitted to it?

By and large, "yes." Post-test respondents were divided into two categories - "committed," and "partially committed," on the one hand, and "equivocal" and "opposed" on the other. "Fairweather committed" were not used in the analysis, so as to highlight any differences which might be found in the more "extreme" groups.

On nine of the twelve opposite-adjective scales "committed staff" and "uncommitted staff" rate balanced programming in the same way. Below are the ways in which "committed"and "uncommitted" staff rate balanced programming differently.

1. "The uncommitted" saw balanced programming to be more oriented to low education.

Both groups saw balanced programming on the low-education side of the continuum, but "uncommitted" staff saw it as .55 further toward that end of the scale ($p<.05$).

2. "The uncommitted" see balanced programming as less research-oriented.

"Uncommitted" staff see balanced programming as only slightly more research oriented than intuitive. Committed staff see balanced programming as .7 further on toward the research-oriented side of the continuum ($p<.07$).

3. "The uncommitted" rate balanced programming as special-interest oriented, while "balanced programmers" rated it as publically sanctioned.

There was nearly a whole integer difference between the rating by the two groups ($p<.02$).

The two groups, "committed" and "uncommitted" also, for the most part, rate present programming in the same way. The ratings on which they differ are as follows:

1. "The uncommitted" rate present programming as less racially conservative.

Both groups saw present Extension programming as racially conservative. However, those committed-to-balanced-programming rate present programming as moderately conservative (mena = 2.85), while uncom-

mitted staff saw it as only slightly racially conservative (mean = 3.32). The probability that these two sample means could have been drawn from the same population is less than 20%.

2. "The uncommitted" saw present programming as less high-income oriented.

Staff committed to balanced programming saw present programming as moderately oriented to high income -- noncommitted staff saw it as slightly oriented to high income ($p < .10$).

3. "The uncommitted" see present programming as less traditional.

Both groups see present programming as traditional, but the mean for committed staff is about .5 closer to the traditional end of the continuum ($p < .06$).

In general, it appears that "the uncommitted's" rating of present programming is consistent with their endorsement of it -- i.e., they see it as only slightly racially conservative, only slightly high-income oriented and not as traditional as "the committed" think it is. Additionally, the ratings of balanced programming by the uncommitted seem to reflect their negativism to balanced programming: "low research-orientation" and "special-interest orientation" are in themselves probably indications of rejection.

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